

Module 16

EFFECTS OF SOCIAL CHANGES ON EDUCATION



THE COMMONWEALTH *of* LEARNING

General Education Modules
for Upper Primary and Junior Secondary School Teachers
of Science, Technology and Mathematics by Distance
in the Southern African Development Community (SADC)

Developed by

The Southern African Development Community

Ministries of Education in:

- Botswana
- Malawi
- Mozambique
- Namibia
- South Africa
- Tanzania
- Zambia
- Zimbabwe

In partnership with The Commonwealth of Learning

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GENERAL EDUCATION MODULES

This module is one of a series prepared under the auspices of the Southern African Development Community (SADC) and The Commonwealth of Learning as part of the Science, Technology and Mathematics Programme (STAMP 2000+). These General Education modules enable teachers to enhance their professional skills through distance and open learning. Many individuals and groups have been involved in writing and producing these modules. We trust that they will benefit not only the teachers who use them, but also, ultimately, their students and the communities and nations in which they live.

The eighteen General Education modules are as follows:

- Module 1: *Multigrade Teaching: Introduction to Multigrade Teaching*
- Module 2: *Multigrade Teaching: Classroom Organisation and Management*
- Module 3: *The Reading Process*
- Module 4: *Developing Reading Skills*
- Module 5: *Special Educational Needs: An Introduction to Teaching Traumatised Children*
- Module 6: *Special Educational Needs: A Practical Guide to Teaching Traumatised Children*
- Module 7: *Education Management Development: Part A*
- Module 8: *Education Management Development: Part B*
- Module 9: *Child Development*
- Module 10: *Concepts of Learning*
- Module 11: *An Introduction to Concepts in Language and Communication*
- Module 12: *Language and Communication: Language in Use*
- Module 13: *Curriculum Theory, Design and Assessment*
- Module 14: *Curriculum Practice*
- Module 15: *A Theoretical Framework on Innovations in Education*
- Module 16: *Effects of Social Changes on Education*
- Module 17: *Comparative Education: Introduction to Key Concepts in Comparative Education*
- Module 18: *Comparative Education: Themes and Trends in Comparative Education in SADC Countries*

A MESSAGE FROM THE COMMONWEALTH OF LEARNING



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Upper Primary Technology
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Module 16

EFFECTS OF SOCIAL CHANGES ON EDUCATION

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EFFECTS OF SOCIAL CHANGES ON EDUCATION

This is one of a series of modules in the General Education modules developed by Ministries of Education in the SADC region in cooperation with the Commonwealth of Learning.

Life styles and expectations of local communities, societies, nations and the international community continue to change. These changes affect trends in education.

Hence, new areas of special concern in education continue to emerge. Current examples include gender issues in education and training, the impact of HIV/AIDS, human rights, environmental education, urbanisation, population growth, school-based staff development and school development planning.

As a teacher, you should be aware of and conversant with emerging issues and the latest trends in education. This module will help you accomplish these tasks. You will be shown how to use the theories of the change process you studied in Module 15 to introduce the new areas cited above in your curriculum and teaching. The module provides a variety of strategies that you can use to teach these new areas effectively.

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LEARNING TIPS

You will find the following tips helpful as you study this module.

- **Set aside some time each day to work on this module.** If possible, study at the same time and in the same place so you are comfortable with your study surroundings. Learning at a distance requires discipline and motivation.
- **Go through the module unit by unit.**
- **Note any words you do not understand.** Look them up in a dictionary or other reference source or discuss them with your colleagues.
- **Underline or highlight important passages.** Make summary notes in the margins of long passages. Writing will help you to remember the material. You may also choose to make diagrams that illustrate how different ideas are related or list the steps in a procedure or technique.
- As you work through this module, **keep in mind your learners and their educational needs** as well as your instructional goals and your subject matter. How will you apply what you are learning?
- Read the assignment instructions carefully. Then, **do all the self-assessment activities** before proceeding to the Suggested Answers section.
- **As you undertake each activity, relate it to the practice of teaching** and analyse how it will help you to enhance the teaching-learning situation. Always ask yourself how you could use this material.
- **Apply some of the suggested techniques to your teaching.** All suggestions may not be appropriate for your situation, but how will you know unless you try them? Keep a record of what techniques work and an explanation of why some techniques appeared to fail. What does not work now may work later with different students.
- It may be difficult, but try to **meet occasionally with other teachers** to discuss the content and application of suggestions provided in this module.
- If you experience difficulty in understanding some aspect of the module, do not despair! You are meant to be challenged. **Do not give up!** Just remember that your goal is to be the best teacher that you can be. Think of what you would tell a student who was experiencing difficulty in your classroom. Then, apply the same advice to yourself.

ICONS

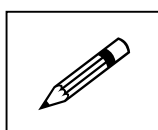
Throughout each module, you will find the following icons or graphic symbols that alert you to a change in activity within the module. Only the icons that are required are used in each module.



Text or Reading Material: provides information about the topics that are covered in a module. The subject matter for each SADC module is organised into units.



Introductory Activity: requires you to focus on the content that will be discussed in a unit.



Self-Assessment: enables you to check your understanding of what you have read and, in some cases, to apply the information presented in the unit to new situations.



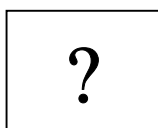
Practice Activity: encourages you to review and apply what you have learned before taking a unit test.



Reflection: asks you to relate what you have learned to your work as a teacher or education officer in your community.



Summary: highlights or provides an overview of the most important points covered in a unit.

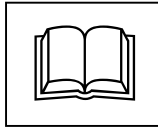


Unit Test: concludes each unit.



Suggested Answers: allow you to evaluate your learning by providing sample answers to assessments, activities and the unit test.

UNIT 1: Gender and Education



Introduction

This unit not only introduces you to this module, but it also reminds us of what we covered in the previous module. In Module 15, we dealt with:

- the change process in education
- resistance to change and overcoming this resistance
- theories of change
- types of change strategies in education
- social effects of change in education
- factors affecting the adoption of change in education
- how to cope with change in education
- theories of organisational change.

In Module 16, you are required to apply these theoretical aspects of the change process to effect changes or innovation in our education systems in the Southern African Development Community (SADC) countries.

As a teacher, you need to understand that the environment is always changing. These changes affect organisations. Organisations are formed by society to cope with society's expectations and reality. When the environment changes, society's means of coping with it become ineffective, hence the need for adaptation. In adapting to the changing society, new educational strategies must be developed. Change in education cannot be prevented because it is environmentally driven.

The million-dollar question is: Have our schools modified their programmes to suit the changing society? Little has changed in some classrooms, where teachers still work in a manner similar to that at the beginning of this century. Gerstner et al. (1994: 21) support this view when they state:

The problem with education isn't that schools aren't what they used to be, the problem is that schools are what they used to be. Schools have not gotten worse; they have simply not changed for the better.

As teachers, we cannot be certain what knowledge our students will need to best prepare them for the future. What we know is that they will need to become life-long learners who are able to adapt to future changes that will have an impact on their lives. In order to prepare students for changes, we must begin by making changes in our classrooms.

This unit introduces gender issues and their impact on education. It also suggests how you can present gender issues within the curriculum.

Objectives

After completing this unit, you should be able to:

1. Explain the concept of gender.
2. Describe the nature and impact of gender issues on educational activities in the local community.
3. Discuss strategies of mainstreaming gender into your education system.

The Meaning of Gender

What is gender? To many of us this is a simple question. Common answers would include:

- Gender refers to sex.
- Gender means male or female.

It is very important for you to understand what we mean by gender. Gender refers to the roles of males and females, which are ascribed by one's society. These roles vary in different societies. The following information will help you understand sex differences and gender differences between males and females.

Sex Differences

Females

Give birth
Develop breasts
Breastfeed their babies
Do not usually grow a beard

Males

Don't give birth
Do not develop breasts
Do not breastfeed
Grow a beard

Gender Differences

Females

Usually wear dresses
Look after children
Do most household chores
Generally occupy low positions in society
Usually change their surnames when they marry

Males

Usually wear trousers
Don't usually look after children
Do hard tasks which involve physical strength
Frequently occupy management positions
Retain their surnames when they marry

Please note that these gender differences vary from one society to another and they can be changed. Sex differences between males and females are biological; they are the same across societies and they cannot easily be changed.



Self-Assessment 1

You have just attended a workshop on gender and your headteacher asks you to enlighten the staff on what gender is. What are the main points that you would mention?

Possible answers to this activity are provided at the end of this unit.



Gender Issues and Their Impact on Education

Is gender really an issue in the Southern African Development Community (SADC) countries? As in other developing countries, gender has become an issue in the SADC region.

Gender issues have an effect on the education system. Studies in many countries in Africa have shown that there are serious gender imbalances in education. These are measured in terms of access, retention and achievement.

In reality, the education system provides equal access to education to both boys and girls. The problem faced by our region is retaining girls at school. More girls than boys drop out of school, for the following reasons:

- Long distances travelled to school. Parents feel it is not safe for girls to travel these long distances.
- Preference of boys to girls. When parents have financial pressures, they prefer to send or keep boys at school. They believe boys will be of help to the family, but girls will grow up and leave the family when they get married.
- Teenage pregnancies.
- Low aspiration levels among girls. Some of our societies do not value the education of girls.
- Girls are not given the necessary encouragement to stay in the education system.

Achievement Levels

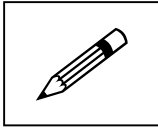
Girls' achievement levels at school are usually lower than those of boys, especially in the subjects of mathematics and science. Very few girls take up science at the secondary school and university levels.

Social Roles

There is still some gender stereotyping and discrimination in our societies. In some societies, girls are overloaded with household chores, which are believed to be preparing them for marriage. Girls do not have much time to study or do their homework.

Management Positions

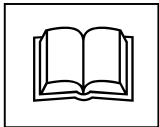
In all the SADC countries, fewer women than men occupy management positions. Actually, they do not qualify for those posts. Most women occupy low-level posts like secretarial positions. Men are taking a leading role in developing the country. This is causing some problems in the modern world in which we live. In modern times, we recognise the need for both men and women to contribute towards development.



Self-Assessment 2

Choose four activities or duties in your community that are considered as being for either boys or girls. How do these activities affect attendance at school?

Possible answers to this activity are provided at the end of this unit.



Mainstreaming Gender Into the Curriculum

We have looked at reasons why gender issues have become a source of concern in the SADC region. Now let us look at ways of reducing gender bias in our curricula. This is not an easy task, as it involves changing attitudes, including yours. In Module 15, you learned that change can result in the loss of power and control. Careful planning is necessary so that change can empower the disadvantaged group and, at the same time, be acceptable to the group that is losing some of its power and control.

Are There Subjects for Boys or Girls?

At school, you should treat boys and girls alike. Provide equal opportunities for them to take subjects related to their abilities and interests. All children, irrespective of their sex, should be exposed to all subjects in the curriculum, for example, building, agriculture, technographics, fashion and fabrics, computers, physics, chemistry and mathematics. They should only discontinue doing the subjects if they are not:

- performing well in them, and/or
- interested in the particular subject because it does not form a base for their desired career.

Should Girls Enrol Only in Secretarial or Nursing Courses?

Girls who want to do 'male' jobs like engineering should be encouraged to do so; hence they should be encouraged to enrol in sciences. Similarly, boys who want to become nurses and secretaries should not be looked down upon, but should be given the necessary guidance and encouragement.

Is There Room at the Top for Girls?

As mentioned earlier, some of our societies do not encourage high aspirations among girls. As teachers, we need to encourage girls who have little motivation to aim high in life.

They need to be convinced that the sky is the limit. These children can be introduced to female role models in the community and in the society at large. They have to be trained to be independent members of the society.

Are Our Textbooks Gender Sensitive?

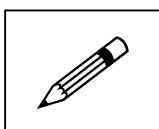
You may have noticed that most of the textbooks used in schools depict men as managers or bosses and women in lower positions. As a teacher, you need to be gender sensitive by using gender- neutral terms when referring to such texts or illustrations. Please note that these gender-insensitive textbooks will be with us for quite a while, since they are expensive to replace.

What Are We Doing about Gender Stereotypes at School?

The school should not reinforce existing gender stereotypes. At school, roles should be divided equally between boys and girls. Boys should not be made to maintain the garden or orchard while girls clean the classroom or the school grounds.

Schools should reflect the needs of both male and female students in terms of sporting activities and trips. The range of sporting activities offered in the schools should not favour one sex only.

The schools should provide guidance and counselling services for both boys and girls. For example, children need to be helped to understand the changes that take place in their bodies when they reach puberty. Failure to do this may contribute to low self-esteem and poor performance, and the girl or boy might drop out of school.



Self-Assessment 3

Suggest ways of removing gender bias in the school curriculum.

Possible answers to this activity are provided at the end of this unit.



Practice Activity

A teacher who has been teaching at a boys' school is transferred to a co-educational school where you are teaching. The girls in his class complain to the head about the way the teacher favours boys by giving them extra lessons in mathematics and science. What advice would you give the teacher?

Possible answers to this activity are provided at the end of this unit.



Summary

This unit has introduced you to the concept of gender and its educational implications. Ways of mainstreaming gender sensitivity into the curriculum were outlined. You may be aware that gender sensitivity cannot be taught as a subject in isolation. Like reading, it should be infused into the existing curriculum. Your major role is to eliminate all practices in schools that discriminate against either boys or girls.



Reflection

Reflect on how you would handle children's responses in mathematics and science, given the information gained from the unit.



Unit Test

1. What advice would you give a father who wants his son to do mathematics, physics and chemistry at the 'A' level when the boy failed all three subjects at the 'O' level? The father tells you that his son has to do 'men's subjects' at 'A' level.
2. How would you help female students to realise their potential?

Possible answers to these questions are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Points that could be included in the workshop are listed below.

- Tell the teachers that gender means the difference between men and women in respect of the different roles ascribed to them by the society. Women are expected to do certain things that men should not do and vice versa.
- Explain the differences between gender and sex.
- Explain why teachers should be sensitive to gender issues.
- Suggest how gender issues can be addressed in the classroom.

Self-Assessment 2

The answers will vary according to the type of community you live in, but you may wish to consider the following:

Boys' activities:

- ploughing
- washing the family car
- watering the garden
- milking cows
- fishing.

Girls' activities:

- washing dishes
- baby sitting
- cooking
- fetching water and firewood
- making mats.

Duties performed by both girls and boys may be done before school or during school time; therefore, students may be late or absent from class.

Self-Assessment 3

The answers will vary according to biases found in your country's curriculum. Your answers may include:

- Avoid gender stereotyping in school activities.
- Promote the use of gender-neutral language and illustrations in learning materials.

- Provide equal opportunities for both boys and girls to take subjects related to their abilities and interests.
- Address the needs of both male and female students when sports and other school activities are being planned.

Practice Activity

In this situation, you should consider using Lewin's model of change (Module 15). You could take the following steps:

- Make the teacher aware of his problems.
- Highlight the bad effects his actions are having on the girls' learning.
- Give him ideas on how to teach a mixed class. Brief him on gender biases.

Unit Test

1. During the conversation with the father, you could present the points below.
 - Make him aware that there are no 'men's subjects'.
 - His son is not gifted in mathematics and science and therefore needs to reduce his frustration by doing something he is good at or has an aptitude for.
 - If his son is good in arts, he can pursue a career that requires arts subjects and still be a 'man' in society.
2. See the answers to Self-Assessment 3 and then add the following to the list:
 - Speak individually to the students and ask them what they really want to be. Ask them what is preventing them from achieving this goal. Address some of their concerns and provide encouragement.
 - Talk about female managers or professionals who are or have been involved in the subject you are presenting in class.
 - Arrange a visit to the workplace of a female professional or manager.
 - Ask a female professional to come to your school to talk to students about a relevant curricular topic.

UNIT 2: HIV/AIDS in Education



Introduction

This module deals with HIV/AIDS, which is a major health issue throughout the world, but particularly in Africa. The HIV virus can cause the AIDS disease that kills many infected people. In some parts of the world, it has significantly shortened the expected life span of people living in some communities. This unit will discuss the introduction of HIV/AIDS education into the curriculum.

Objectives

After completing this unit, you should be able to:

1. Explain the nature of HIV/AIDS.
2. Describe how the problem of HIV/AIDS manifests itself.
3. Discuss the implications of this problem for the education system.
4. Discuss strategies for coping with the problem in your schools.

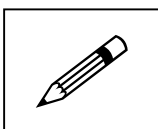
Explanation of the Nature of HIV/AIDS

The acronyms HIV and AIDS mean the following:

- **HIV is the human immunodeficiency virus.**
- **AIDS is the acquired immune deficiency syndrome.**

You should know the following basic facts about HIV/AIDS:

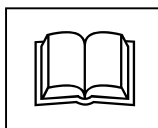
- The virus called HIV lives in the blood of an infected person.
- The HIV virus damages the immune system of the body and makes it easily attacked by disease. Eventually, the disease called AIDS will develop.
- The virus is transmitted through blood and other body fluids. It is often transmitted through sexual intercourse and the transfusion of infected blood into otherwise healthy people.



Self-Assessment 1

List at least three ways in which people can avoid being infected by HIV/AIDS.

Possible answers to this activity are provided at the end of this unit.



Implications of HIV/AIDS

As a teacher, you have an important duty to perform. You must sensitise pupils, teachers and the community around you about the dangers of HIV infection and about the disease, AIDS, which develops after infection with HIV.

This endemic disease, AIDS, is causing major damage to our society. You realise that some of your pupils are now orphaned. They have lost their parents through AIDS. When this happens, the children are left without anyone to feed and clothe them and pay their school fees. For some children, this may mean dropping out of school. Those who remain in school may be laughed at by other pupils. Such children cannot learn well. Some may run away from school and live in the streets.

Parents who are infected may be continuously ill. They lose money in their efforts to get treatment. Eventually, they may be unable to look after their children or pay fees for them. Many ill parents lose their jobs and despair. Their families suffer when they are unable to work and bring home money.

Teachers may also be infected with HIV and may die of AIDS. During their illness, their pupils suffer. Their families, friends and relatives will be concerned. Depending on the country in which they live, the teachers will go on indefinite sick leave for up to 184 days. For the first 92 days, they are paid full pay. For the next 92 days, they are paid half of their salaries. Eventually, the very sick leave their jobs or die. The government uses scarce financial resources to pay them while they are ill.

As you can see, HIV/AIDS affects the entire society and hence everybody needs to fight against it. In the next section, you will look at what you can do in this fight.



Introductory Activity

Identify the role that you as a teacher should play in HIV/AIDS education programmes.

Possible answers to this activity are provided at the end of this unit.



Strategies for Dealing with the Problem

You may be aware that many people do not accept change easily. Often there is resistance. Resistance may come from some Ministry officials, your headteacher, other teachers, pupils and their parents. Some influential people such as business people, local councillors and politicians may also resist change for various reasons.

Module 15 tried to equip you with strategies that will help you deal with the change process in education. You are aware that change is a fact of life. It is something that is ongoing.

Educational change may be driven by society or it may be initiated by the education system.

In the case of HIV/AIDS, the pressure has come from the whole society and education has responded by revising its curriculum. The topic has been introduced officially into the curriculum in a number of SADC countries. Lawton (1975: 6) stresses the importance of society's impact on education and thereby explains why significant happenings in society, such as the occurrence of HIV/AIDS, lead to changes to the school curriculum:

The school curriculum in the wider sense is essentially a selection from the culture of a society. Certain aspects of our life, certain kinds of knowledge, certain attitudes and values are regarded as so important that their transmission to the next generation is not left to chance in our society but is entrusted to specially trained professionals (teachers) in elaborate and expensive institutions (schools).

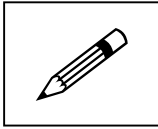
You should be familiar with the three change strategies discussed in Module 15:

- the **rational-empirical strategy**, which requires you to convince your community that HIV/AIDS should be taught,
- the **power-coercive strategy**, which means that you can use your authority as a teacher to teach HIV/AIDS, and
- the **normative re-education strategy**, which emphasises mutual cooperation and collaboration between you and your pupils and the community.

The above methods have advantages and disadvantages. However, it is up to you to choose the most appropriate according to your situation.

As a classroom teacher, the following are some of the things you can do:

- Integrate HIV/AIDS topics into all the subjects you teach.
- Provide guidance and counselling to your pupils or ensure that the school provides this service.
- Work closely with health authorities on HIV/AIDS prevention measures.
- Promote health education and responsible behaviour among other teachers and pupils.



Self-Assessment 2

What effects has HIV/AIDS had on your school?

Possible answers to this activity are provided at the end of this unit.



Practice Activity

Cite the activities that could be mounted by your school to sensitise the pupils, teachers and community about HIV/AIDS.

Possible answers to this activity are provided at the end of this unit.



Summary

In this unit, you have been given basic information about HIV/AIDS. We hope that you will get more information from materials obtained from your curriculum development unit or health authority. The implications of HIV/AIDS were also outlined in this unit, as well as strategies that you can use to overcome the resistance to teaching HIV/AIDS as a subject.



Reflection

Reflect on your position as a role model for your pupils. How will you influence your pupils and fellow teachers to consider the consequences of HIV/AIDS as they go about their daily business?



Unit Test

1. List the main strategies that the Ministry of Education in your country should employ in order to educate people about HIV/AIDS.
2. What can you do in the classroom to address HIV/AIDS issues?

Possible answers to these questions are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

People can avoid being infected by HIV by:

- avoiding casual sex,
- using condoms,
- screening blood meant for transfusions, and
- avoiding the use of used razor blades, toothbrushes, needles and syringes.

Introductory Activity

Below are a few actions that you can undertake.

- Acquire documents related to the prevention of HIV/AIDS.
- Attend training sessions on HIV/AIDS education.
- Teach HIV/AIDS as part of the curriculum.
- Serve as a counsellor on HIV/AIDS issues.
- Publicise the problem of HIV/AIDS among teachers, pupils and the community.

Self-Assessment 2

Answers will vary according to different schools. However, you may have included some of the following in your answer:

- Some pupils have dropped out of school.
- Some pupils have been orphaned and therefore lack family support.
- A high teacher absenteeism has occurred due to HIV/AIDS-related illnesses.
- Some teachers have died.
- Some teachers have lost their spouses.

Practice Activity

Answers will vary. However, you may wish to consider some of the following activities:

- an HIV/AIDS awareness day and general sensitisation
- a school-based training workshop
- a guest speaker
- staged drama on HIV/AIDS at speech and prize-giving days

- poetry recitals
- essay competitions.

Unit Test

1. Answers will vary according to the country in which you live. However, you may consider the following:
 - formulating an HIV/AIDS education policy,
 - integrating topics on HIV/AIDS into the school curriculum,
 - providing counselling services related to HIV/AIDS in educational institutions,
 - promoting health education and responsible behaviour among pupils and teachers, and
 - working closely with authorities on HIV/AIDS prevention measures.
2. As a classroom teacher, you can take all the actions described in the answer to the Introductory Activity in this unit. In addition, you could:
 - integrate HIV/AIDS topics into all subjects you teach,
 - ask students to describe how it affects them (note that some students may find it difficult to do this),
 - ask a member of the community who is knowledgeable about HIV/AIDS to address your students, and
 - talk to your students about how the disease has affected your life.

UNIT 3: Human Rights and Education



Introduction

Human rights have become an important issue for teachers throughout the world. It is the teacher who is expected to provide this information to the pupils by including it in the curriculum. You, as the teacher, should know the role being played by organisations such as:

- the United Nations,
- the Commonwealth,
- the Organisation of Africa Unity, and
- the Southern African Development Community (SADC).

You should be aware of the operations of these organisations, which have assisted countries from different parts of the world to work together on various issues. The countries belonging to these organisations have adopted a human rights convention. If your country signed this document, then your country is expected to uphold and demonstrate the principles stated in the convention.

What does this mean to you as a teacher? It means you should also live by those principles at your school. In other words, you are expected to include the concepts of human rights in the curriculum and integrate them into the other subjects that you teach.

Pressure is increasing on all countries of the world, including the SADC countries and their Education Ministries, to respect the rights of individuals. Ultimately, you as a teacher are responsible for addressing human rights in your school. You should also be aware of the many human rights organisations operating in your country. These organisations act as watchdogs over any violations of human rights. These organisations look not only at the government, but also at individuals like you who work with children and the public.

Objectives

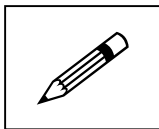
After completing this unit, you should be able to:

1. Explain the concept of human rights.
2. Describe how cases of human rights violations manifest themselves.
3. Discuss the implications of human rights violations at the school, the regional office and the head office.
4. Discuss strategies for coping with the problem of human rights violations.

The Concept of Human Rights

The following are examples of human rights:

- respect for the existence and needs of each individual;
- recognition of the rights of special members of the community, for example, the rights of the child and women's rights;
- fairness and equal opportunity expectations, including civic and moral values;
- democratic values;
- freedom of association;
- recognition of multiculturalism;
- elimination of discrimination on account of gender, race or creed;
- education for peace and understanding; and
- the right to live and let live.



Self-Assessment I

List some of the rights of the following:

- a pupil
- a teacher
- a headteacher
- girls.

Possible answers to this activity are provided at the end of this unit.



Human Rights Violations

Publicity concerning the violation of human rights has led to the issue receiving more attention than before. This has begun to have an impact on education. Certain groups of people, including teachers and pupils, want their rights to be recognised. However, you should be aware that rights go hand-in-hand with responsibilities. It is important for you to realise that everyone has rights, no matter what their positions are. Sections of the various countries' constitutions make it very clear that an individual's rights must not violate other people's rights.

Constitutions, rules and regulations guide people's behaviour. Whoever fails to observe these rules and regulations may violate other people's rights. Thus, at the school level, you may violate the rights of children if you do not observe the rules governing the handling of children.

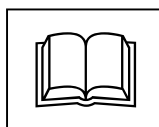
Your rights as a teacher may be violated if administrators do not comply with the regulations on how to work with teachers. Those who violate other people's rights nearly always break certain laws or regulations.



Self-Assessment 2

What should both the claimant of human rights and the violator know?

Possible answers to this activity are provided at the end of this unit.

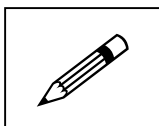


Implications of Human Rights Violations

You, as a teacher, should know how to handle children without violating their rights. The children in your class have a right to be taught to the best of your ability. They also have a right to be protected by you when you stand in place of their parents. Therefore, you cannot beat them or insult them. If you do not observe the rights of children, you commit acts of misconduct or criminal offences.

For example, if you beat a pupil, you can be arrested by the police and be charged with assault. For this, you can be made to pay a fine or go to jail. The Ministry, in turn, can charge you with unprofessional behaviour and you can be penalised. If the assault was severe, you can be discharged from duty. The pupil's parents may seek compensation in a court of law for the injury you caused to their child. The Ministry of Education may also be sued as a result of your unprofessional conduct. A variety of things can happen to you if you do not act responsibly.

Of course, these laws or regulations may differ from country to country. So, find out what they are and then be guided by them. Focus on the positive aspects of human rights rather than what could happen to you if you don't comply with the regulations.



Self-Assessment 3

What are your rights as a teacher at the school where you teach?

Possible answers to this activity are found at the end of the unit.



Coping with Human Rights Violations

The only way to ensure that you do not violate human rights as a teacher is to know the regulations that govern you. These regulations come in different forms. Some are produced as statutory instruments and are available at government

publications shops. The word 'statutory' means legal; therefore, these statutory or legal documents must be obeyed by all civil servants.

You may also be informed about human rights issues by circulars from the Ministry of Education. In some countries, teaching service regulations are based on the Education Act. Teaching service regulations provide guidance to members of the service. Any obligations that teachers have come from these regulations.

As an individual, you should obtain these documents and read them carefully. As a member of the school, you could organise staff development workshops. You could invite your school inspectors to explain the regulations to the teachers at your school.

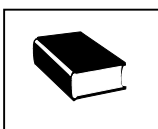
Do remember that human rights regulations are intended to protect us all, not just our students. You too have rights and should make every effort to ensure that your rights are not abused.



Practice Activity

What role should you play in issues that relate to children's rights at school?

Possible answers to this activity are provided at the end of this unit.



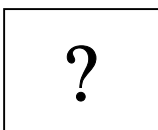
Summary

In this unit, you have been provided with information that could save you from violating the rights of others. First, the concept of human rights was described. Then, you were informed about how human rights violations can occur. The consequences of violating children's rights at school were clearly stated. In order to protect yourself from disciplinary action, you were advised to know the regulations in your country.



Reflection

Reflect on your role as a teacher and protector of your pupils. Think of how you will protect these pupils from abuse by adults.



Unit Test

List at least five major aspects of human rights that should be recognised and promoted, particularly those relating to children.

Possible answers to this activity are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

The rights of each individual are briefly outlined below. There are other possible answers to this question.

- A pupil: protection from abuse, the best education possible
- A teacher: respect, fair treatment
- A headteacher: respect, freedom of association
- Girls: protection from gender discrimination, equal opportunity.

Self-Assessment 2

Both the human rights claimant and the violator need to know that:

- everyone has rights, and
- the rights of others must not be violated.

Self-Assessment 3

Answers will vary according to the school where you are teaching. However, you may wish to consider the following:

- right to teach any grade or standard at the school;
- freedom of speech, especially at staff meetings;
- right to interact with anyone;
- right to get paid on the due date; and
- right to be respected by both pupils and fellow teachers.

Practice Activity

You should:

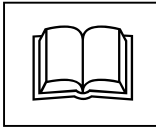
- act in the place of the children's parents and protect them from any form of abuse, and
- ensure that you and the other teachers are providing the best quality education that conditions will allow.

Unit Test

The answers will vary. However, you may have included the following in your answer:

- respect for the existence and needs of each child,
- recognition of children's rights,
- fairness and equal opportunities,
- recognition of multiculturalism,
- education for peace and understanding.

UNIT 4: Environment and Education



Introduction

The teaching of environmental education is an innovation that has recently been included in the school curriculum in the countries of the Southern African Development Community (SADC). The information contained in environmental education used to be found in such subjects as nature study, agriculture, science and gardening. Therefore, it is not a complete change of the curriculum. However, the focus on the environment itself is new.

The subject of curriculum innovation is dealt with extensively by curriculum theorists such as Harris et al. (1978: 279), who note a clear difference between change and innovation:

We can also distinguish between change and innovation as being an intentional and deliberate process to bring out the desired effects and change which can also include accidental or intentional movements and shifts. To innovate is not to reform. There is nothing inherently good about any innovation, while to change encompasses elements of innovation, development and renewal.

Governments in most countries of the world are increasingly focussing on environmental issues. Education about local and global aspects of the environment is becoming a major priority. The SADC countries have also indicated a willingness to improve their environment.

There could be no better way of addressing environmental issues than through education because its purpose is to help members of society to see and address their problems (Wright and Randall, 1975: 9). There is a perpetual interaction between education and the changing society.

The need to focus attention on environmental education has been brought about because:

- our resources are dwindling, including wildlife and natural vegetation;
- our environment is being polluted; and
- current sensitisation programmes related to environmental conservation have been inadequate.

Objectives

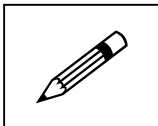
After completing this unit, you should be able to:

1. Explain the concept of environmental education.
2. Explain how the problem of environmental degradation has come about.
3. Describe the implications of environmental degradation for the teacher.
4. Discuss strategies for coping with the problem.

Pollution in the SADC Region

As stated in the introduction, environmental issues used to be taught through other subjects. However, that approach was not successful. If you examine what is happening in the SADC countries, you will appreciate the need to do something to protect the environment.

In the rural areas, you can see the destruction of forests, the killing of animals, the erosion of the soil and the pollution of rivers. In urban areas, the air is being polluted by gases that come from heavy machinery. Industrial waste, in the form of chemical waste, is thrown into rivers. In the mines, huge dumps of rock and earth are scattered everywhere. The dust from mines, asbestos works and cement factories is a danger to people, plants and animals.



Self-Assessment 1

What are the environmental issues of particular concern in the area surrounding your school?

Possible answers to this activity are provided at the end of this unit.



Environmental Degradation

You are aware of the natural resources that need to be protected. These resources are things that people take for granted. These are things that have always been there, and people did not bother to think about them until some of them began to decrease or disappear. The following are examples of natural resources that are in danger:

- wildlife
- vegetation
- clean air and water
- minerals
- soil.

You are aware that these resources can easily be destroyed in a variety of ways, including those outlined below:

- Wildlife can be killed for meat, their tusks or their skins.
- Vegetation can be destroyed by cutting down trees indiscriminately for firewood and timber or for road construction and agricultural activities.
- Clean air and water can be polluted with industrial waste.
- Minerals can be exhausted through unplanned and extensive diggings.
- Soil can be destroyed through stream-bank cultivation or by the removal of trees.



Self-Assessment 2

List aspects of the natural environment that need to be conserved or preserved in your country.

Possible answers to this activity are provided at the end of this unit.



Implications of Environmental Degradation

Endangered species are animals and plants which need protection because they are in danger of becoming too few or extinct. A good example of an animal that requires protection is the elephant. It is often killed by hunters from foreign countries for its tusks, which are sold for ivory. At one time, the sale of ivory had to be banned in order to protect the elephants in East Africa and in the SADC region. It was just a few years ago that this ban was lifted, and the SADC countries were able to sell their ivory.

It is important to note that if the killing of elephants is planned and done in an orderly manner, elephants will always be there. The sale of ivory will earn the SADC countries money that can help the economies of these countries.

In addition to the sale of ivory, elephants and wildlife in general are a tourist attraction. Tourism is a big business in SADC countries. It employs our people and brings in foreign currency.

Some of the rural people are being encouraged to preserve their wildlife through various programmes. In Zimbabwe, for example, the villagers are benefiting from programmes in which funds earned from tourists who visit their areas are passed on to the villagers. These tourists pay for permission to hunt elephants and other game. The money so earned is donated to the villagers. In addition to benefiting in monetary terms, they also benefit when they are given game meat.

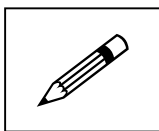
There can be serious consequences to the people of the world if nothing is done about air, water and noise pollution.

Consider the effect of air pollution on the ozone layer. The ozone layer is a layer of gas in the upper atmosphere that consists of ozone, a form of unstable oxygen. This ozone layer has been damaged by the use of products such as aerosol sprays and refrigerator coolants. The damage begins with what is called the greenhouse effect. This is the process in which the warmth from the sun is trapped in the lower atmosphere of the earth due to an increase in the amount of gases called chlorofluorocarbons or CFCs. The ozone layer is also affected by the use of liquid fuels which can produce ozone-destroying chemicals, excessive cutting of trees and air pollution.

Strategies to Cope with Environmental Degradation

Below are some of the things you can do with the whole school or with your class to address environmental issues.

- Sensitise the whole school about the problem by collecting as much information as possible.
- Attend workshops organised under such programmes as Better Environmental Science Teaching in order to equip yourself with the knowledge and skills that will help you teach the subjects.
- Enter your school into a competition involving the maintenance of school grounds.
- Involve your school in a conservation activity called permaculture.
- Work closely with the department of natural resources and the forestry commission.
- Take part in the agriculture shows organised in your area.
- Organise school open days and invite experts to discuss environmental education.
- Organise various competitions on environmental issues.



Self-Assessment 3

Which animals are classified as endangered species in your country?

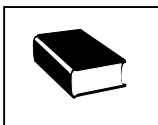
Possible answers to this activity are provided at the end of this unit.



Practice Activity

What can you do in order to preserve aspects of your environment that are in danger? Outline some of the priority areas that you will attend to immediately to preserve aspects of your environment that are in danger.

Possible answers to this activity are provided at the end of this unit.



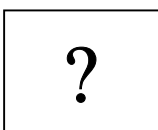
Summary

This unit provided a justification for teaching environmental education. You were also provided with information on the causes of environmental degradation and what can be done to preserve the natural resources. The dangers of pollution were explained. Finally, you learned about a variety of activities that you can do to increase environmental awareness at your school.



Reflection

How can you influence change at your school and in the local community regarding the preservation of the natural resources of the environment?



Unit Test

List the major types of pollution and describe how the pollution takes place.

Possible answers to this question are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Answers to this activity will vary, depending on the area in which your school is located. However, you may have included the following:

- soil erosion and the formation of huge gullies
- water pollution from human faeces
- water pollution from chemical waste
- stream-bank cultivation
- air pollution from heavy industrial machines
- cutting of trees
- indiscriminate killing of animals, especially the endangered species.

Self-Assessment 2

The aspects that need to be conserved or preserved may include any of the following:

- wildlife
- vegetation
- clean air and water
- minerals
- soil.

Self-Assessment 3

Answers to this activity will vary. However, the following animals are likely to be on the endangered species list.

- elephants
- lions
- cheetahs
- pythons
- hippopotamuses
- rhinoceroses.

Practice Activity

Answers will vary. However, you may wish to consider the following:

- planting trees
- planting a lawn
- filling up gullies

- clearing litter and waste materials
- terracing and contouring ridges.

Unit Test

Major types of pollution and their causes:

- air pollution from gases coming from heavy industrial machinery and motor vehicles
- water pollution from industrial waste and chemical waste
- noise pollution from heavy industrial sites and factories, buses and vehicles.

UNIT 5: Urbanisation and Education



Introduction

In this unit, you will be introduced to yet another factor that is causing our environment to change. This is urbanisation. In Africa as a whole, urbanisation is now considered a major challenge. This challenge is also affecting us in the Southern African Development Community (SADC) countries.

You might be wondering what this global problem has to do with you as a teacher. Well, the effects of urbanisation have a direct impact on you in that some of the children you teach are affected by the problems brought about by urbanisation.

This unit will cover the following topics:

- the meaning of urbanisation,
- the effects of urbanisation on our education system, and
- how you as a teacher can cope with this problem.

Objectives

After completing this unit, you should be able to:

1. Explain the meaning of urbanisation.
2. Describe how urbanisation manifests itself in our education system.
3. Describe how urbanisation affects the teacher.
4. Explain how the teacher can cope with the problem of urbanisation.

The Meaning of Urbanisation

Urbanisation is the movement of people from rural areas to cities or towns. In this unit, we will look at urbanisation as the concentration of the urban population in large cities, the growth of cities and the rapid growth of commercial centres.

This rapid growth of urban population in the SADC region will be one of the major challenges of the new millennium. Cities in our countries are faced with:

- huge backlogs in providing adequate shelter, infrastructure and services, including education;
- increasingly overcrowded transportation systems;
- falling standards of sanitation;
- increased environmental pollution;

- difficulty in feeding their urban populations; and
- poverty.

Do our national and local governments have the capacity to cope with this change? The obvious answer is 'No'.

Now let us look at these problems in more detail and examine how they affect you as a classroom practitioner.

The Effect of Urbanisation on Our Economies

Urbanisation has caused unemployment to rise significantly as people move from rural to urban areas. The formal sector cannot provide employment for the rapidly growing population.

More than 50% of the work force is employed in the informal sector. Between 50% and 75% of all houses in low-income settlements are used both as dwellings and as a place for work.

Rooms are rented out for:

- living purposes,
- the storage of goods,
- use as retail shops,
- workshops,
- laundry services,
- tailoring or knitting,
- doctors' and dentists' offices,
- health clinics, and
- restaurants.

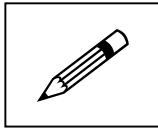
Does our education system produce children who will fit into our emerging society? We will let you answer that question for yourself. But we would like you to note that our education system has to change in order to be meaningful and relevant to different communities. Otherwise, we will keep on producing children who will join the world of unemployment.

Poverty

Has poverty increased as a result of urbanisation? Yes, it has. Malnutrition and hunger are on the increase. This has led to the emergence of street kids and destitute adults who live under bridges, at railway stations or in the streets. Children who live under these conditions have limited access to education. If they do attend school, they present behaviour problems for the teacher.

A considerable number of women in urban areas are heads of households. Women are not always in the low-income group, but they suffer discrimination when accessing credit facilities and housing.

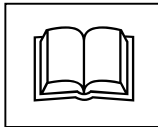
What does this mean to you? Our education system should strive to empower girls with skills and knowledge that will make them self-reliant.



Self-Assessment 1

What subjects can be introduced in the curriculum to help children fit into the world of informal employment?

Possible answers to this activity are provided at the end of this unit.



The Challenge of Housing

Accommodation is a big problem in urban areas. This has resulted in many houses being split into one-room dwelling units for families, and the growth of slums and squatter settlements.

If you teach in an urban area, children who live in the conditions described above may be in your class. How will you handle them? You need to be sympathetic with their plight and empower them with skills and knowledge to become self-sufficient citizens.

Urban Violence

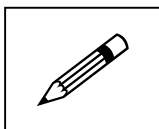
What are the causes of urban violence? Its main causes include:

- segregation within cities,
- poverty, and
- unemployment.

Urbanisation has led to crime against property, criminal gangsterism, drug trafficking and domestic violence against women. Some of your students may be members of gangs, or even be involved in drug trafficking. Their mothers may be victims of domestic violence. You, as a teacher, have to devise strategies to change these children's behaviours and make them acceptable members of the society.

Environmental Degradation

Urbanisation has led to environmental degradation and pollution. Poorly managed cities and towns generate unmanageable waste, which harms the land, water resources and the atmosphere. Children might be prone to various diseases caused by pollution. This may affect their attendance at school. As a teacher, you will need to sensitise your learners about the dangers of dumping waste and tell them about diseases that are caused or transmitted when waste is disposed of improperly.



Self-Assessment 2

What social problems are caused by urbanisation?

Possible answers to this activity are provided at the end of this unit.



How Can the Teacher Cope with Problems of Urbanisation?

It is expensive and difficult to change the curricula in our SADC countries to incorporate these problems caused by urbanisation. However, relevant changes can be effected at the school level by teachers like you.

We should help children appreciate their natural environment. SADC countries have natural resources that are peculiar to them, such as the Matopo Hills and the Great Zimbabwe National Monuments in Zimbabwe. These are important tourist attractions that earn the country foreign currency. These tourist attractions are not found in the middle of large cities, but they are found in rural areas.

Children in rural areas should be taught that their natural resources can provide employment, as they can work as tour guides or in hotels and tourist lodges.

After highlighting problems encountered by children as a result of urbanisation, the teacher should give children a picture of how life is in the rural areas. Studies conducted under the United Nations International Children's Education Fund (UNICEF) have revealed that poor urban children are worse off than poor rural children.

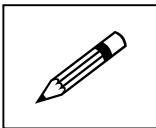
What advantages do rural children have?

- Chances of spending days without food in rural areas are minimal. If the immediate family does not have food, the neighbours will provide food. However, it must be acknowledged that rural areas may suffer from droughts that affect the growing of crops and the raising of animals.
- Children in rural areas are less subjected to problems of exposure to toxic and solid waste. Their environment has little pollution.
- The problem of accommodation is not as serious in the rural areas. Children do not always have to share rooms with adults.
- Close family ties still exist in rural areas. Therefore, children still have good morals and are cared for by the community.
- There is less crime in rural areas. People are often able to enjoy a peaceful life.

- The extended family provides a good basis for socialising children. Children are cared for and there is someone to talk to all the time.

Urban children should be aware that they can also live very comfortable lives in rural areas. However, it must be recognised that urban children are unlikely to convince their parents to move to rural areas and, just as in urban areas, rural areas may be affected by wars, famine and HIV/AIDS.

If you are a teacher in an urban school, it is imperative that you recognise the difficulties your students may face and provide them with the skills necessary to meet the challenges that they encounter in their environment. Help them to become literate. Open their eyes to work and higher learning opportunities. Help them set goals and assist them as they strive to attain their objectives. Provide encouragement and nurture their self-esteem. Ensure that they achieve success in small steps.



Self-Assessment 3

You are a teacher in a school that is 10 kilometres from a commercial centre. From Grade or Standard 5, many boys and girls drop out of school to look for jobs as baby sitters or vendors in the commercial centre. How would you discourage children from this practice?

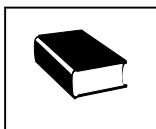
Possible answers to this activity are provided at the end of this unit.



Practice Activity

A foreign journalist approaches you in your capacity as a senior teacher and asks you why some children leave school and take to the streets. How would you answer the question?

Possible answers to this activity are provided at the end of this unit.



Summary

This unit has dealt with urbanisation and the problems it has brought to our society, especially to our children. It is hoped that as a teacher, you perceived urbanisation as an issue that has to be addressed, and that the education you provide will equip the children with the necessary skills and knowledge that they can use to strive and fend for themselves.



Reflection

Reflect on how you would handle pupils' problems caused by urbanisation.



Unit Test

1. How has urbanisation affected the majority of people who have moved from rural to urban areas?
2. What effect may urbanisation have on children? Would rural children have the same level or type of experience?
3. Using the knowledge gained in this unit and in Module 15, outline the strategies you would use to discourage pupils from gangsterism.

Possible answers to these questions are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

The answers will vary according to the situations in your country. However, you may have included the following in your answer:

- home management
- book-keeping and accounting
- fashion and fabrics
- business and commerce
- mathematics
- building
- technographics
- agriculture.

Self-Assessment 2

Urbanisation can cause:

- poverty
- shortage of accommodation
- unemployment
- environmental degradation
- shortage of transport
- limited access to education and health services.

The items above may affect pupils' punctuality, attendance and concentration at school.

Self-Assessment 3

Answers will vary according to country environments. You may be able to discourage children from dropping out of school by:

- Being positive and encouraging. It is necessary to be independent and self-reliant, but dropping out of school generally leads to unemployment or poor paying jobs and poverty.
- Telling them about the advantages of finishing school first, then looking for a job later.
- Highlighting the dangers and problems encountered by children in cities and commercial centres.

Practice Activity

The answers will vary from country to country, but you might tell the journalist that children leave school and take to the streets because of:

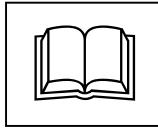
- poverty,
- violence at home,
- hunger, or
- child abuse.

Unit Test

1. Most people who move from rural to urban areas:
 - work in the informal sector,
 - have a low income,
 - live in accommodations that have limited space,
 - can experience food shortages, and
 - are more exposed to crime than those who live in rural areas.
2. In comparison with children who live in rural areas, children who live in urban areas are more likely to:
 - have less food,
 - be exposed to toxic waste,
 - have difficulty finding appropriate accommodation,
 - be exposed to crime, and
 - have limited family ties.
3. The answers will vary. However, the teacher should stress the negative points about gangsterism, the effects it has on society and the suffering it brings to people.

Generally, through counselling, expose the children to the anti-social nature of gangsterism.

UNIT 6: Population and Education



Introduction

As stated in previous units in both Modules 15 and 16, you should be aware that population education is yet another topic that should be included in the curriculum.

There is pressure from all over the world, including the Southern African Development Community (SADC), to provide population education in schools. The call comes at a time when the population is increasing while resources are dwindling.

You should know that population in the SADC region has nearly doubled over a period of 20 years. In Zimbabwe, for example, the population increased from about 5 million in the seventies to about 11 million in 1991 and currently stands at about 12 million.

You may also be aware that Botswana's population has almost doubled from fewer than 1 million people in the seventies to 1.6 million people today. Namibia's population is currently about 1.3 million, while South Africa and Zambia have about 48 million and 10 million people respectively.

You should be familiar with census activities that the SADC countries conduct at various intervals. In Zimbabwe, the census is taken every 10 years. The information obtained from the census helps a country to anticipate the needs of its people and prepare for them. Census information is used to plan:

- food security
- housing
- schools
- hospitals
- transportation.

The census also provides information regarding demographics, or the composition of the population:

- the movement of people
- number of births
- number of deaths
- number of people under 15 years of age
- number of people above the age of 60
- number of males
- number of females

- people coming into the country to settle
- people coming as visitors
- people leaving the country
- family sizes
- number of those married and unmarried.

Objectives

After completing this unit, you should be able to:

1. Define the word 'population'.
2. Explain why population education is important.
3. Explain the implications of a growing population for the world and for the SADC countries.
4. Discuss the strategies to stop the population explosion.

Definition of Population

The word **population** comes from the word 'people' and means all the people living in a specific area that has marked boundaries.

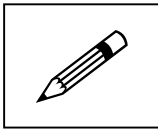
Importance of Population Education

The high population growth rate in the world, especially in developing countries, has made it necessary for many countries to include population education in their curricula. However, you know that the people who will impart population education are teachers in the schools.

Education systems have been affected by population growth, as it creates pressure on limited resources and facilities. As a teacher, you are now required to teach this subject at your school. If population is not managed well, it may result in disastrous consequences when a famine strikes. Therefore, population education is 'a matter of life and death', and you must be ready to teach it in schools.

You need to get the relevant information that will enable you to teach the subject with confidence. As for the methodology, it is left up to you as a trained teacher to select the relevant teaching methods.

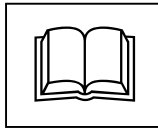
However, you should be reminded of possible resistance as indicated in Module 15, Unit 2. The strategies given in this unit will assist you in dealing with those who may not want to receive population education.



Self-Assessment 1

In the area in which you teach, identify problems that are a direct result of population growth.

Possible answers to this activity are provided at the end of this unit.



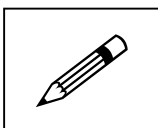
Population Growth

An uncontrolled growth in population could be disastrous for any country, as it affects the economy of the country. Some of the problems caused by rapid population growth could be:

- **congestion in classrooms** because each classroom contains 60 pupils instead of the 40 pupils recommended for primary schools;
- **shortage of books**, so that a book may be shared by up to 10 pupils;
- **parents' inability to pay fees** because they have too many children per family;
- **high drop-out rate** because parents fail to pay school fees due to poverty; and
- **low morale among teachers** due to the high teacher-pupil ratio, which results in classroom management problems and requires teachers to spend many additional hours planning lessons and marking exercise books.

Other aspects of population that are very important for consideration because they affect the economy of the country:

- **Urbanisation**, which includes the migration of people from rural areas to the cities and towns. People are attracted by the bright lights of the cities and driven by the hope of finding a job and living a good life.
- **Birth control**. People must be taught the advantages of having only the number of children that the family can support and take care of.



Self-Assessment 2

Is your school experiencing a large population growth? If your answer is yes, outline some of the problems that this situation raises.

Possible answers to this activity are provided at the end of this unit.



Strategies That Will Help You Cope with Population Growth

Population education can be a sensitive area to teach. You will need all your skills and knowledge to present the information in a way that does not hurt the feelings of other people. You may need to go back to Unit 2 of Module 15 to find appropriate approaches to teach this subject. Some of the main strategies that you could use include:

- consultation,
- participation,
- support, and
- negotiation and agreement.

When teaching this or any other sensitive topic, you must never impose your own ideas on your client system, that is, the pupils or the local community. Instead, you need to provide them with information in an objective manner. The final decision on what course to take should be left to your pupils and the community. In the actual presentation of the information, including information from census reports and government planning documents, you can employ some of the following teaching methods:

- discussion
- debate
- drama
- role play
- project
- research
- essay competition
- poetry
- song and dance
- peer counsellors
- visits
- open days
- comparison.

When you have chosen appropriate methods, the next step is to present the information and substantiate it with facts and evidence to show the effect of population growth. The following is some of the crucial information that you can use:

- **Unemployment.** Half of the population in the SADC countries are young people below the age of 15 who are dependent on the 25% or so who are fully employed.

Schools are graduating thousands of job seekers when only 15% of them can be absorbed into the work force.

- **Education budget.** This is the highest single expenditure in the SADC countries. Therefore, there are limited funds available for job creation.
- **Health.** This is another area that requires a significant amount of government funding. Even large hospitals in towns cannot cope with the large number of people who need medical care.
- **Housing.** There is a lack of housing, yet urban centres continue to expand, and some will soon run out of space.
- **Transportation.** Despite the congestion on the roads, buses are unable to cope with the demand for transport in both the urban centres and the rural areas.
- **Schools.** Most schools in the townships are full to capacity and must use the shift system in order to accommodate the rapid growth in population. However, some schools in the rural areas are no longer viable because families have moved to the cities.
- **Land.** There is not enough land to settle all those in need of land. Those in need of land are becoming impatient because what they might have fought for politically has not been realised.
- **Food.** This is critical because it is a matter of life and death, especially in times of drought. Some of the SADC countries have to import food during drought periods and the government provides free handouts.



Self-Assessment 3

How would you introduce population education to a group of pupils who are exposed to this presentation for the first time?

Possible answers to this activity are provided at the end of this unit.



Practice Activity

How can you as a teacher encourage pupils to discuss the subject of population freely?

Possible answers to this activity are provided at the end of this unit.



Summary

In this unit, you have been introduced to the key factors in population growth, namely, shortages of food, houses, employment, land, hospitals, schools and transportation infrastructure. All these shortages are a result of population

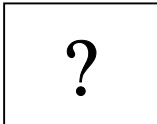
growth. In addition, rapid population growth has led to increased urbanisation and a renewed interest in employing birth control methods to control the rate of population growth.

The effects of population growth were outlined, as well as methods you could use to present population information.



Reflection

Reflect on your role as a teacher who is helping pupils to make positive decisions regarding family sizes when they eventually get married.



Unit Test

1. How have rapid population growth and urbanisation affected schools and teachers?
2. In your opinion, is population growth good for your country? Explain your response.
3. As the population grows, what two areas of the government are likely to grow the most and require most of the government's budget?
4. How would you lead your class to talk about birth control?

Possible answers to these questions are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Answers will vary. However, you may have included the following in your answer:

- congestion in classrooms
- shortage of books
- parents' inability to pay fees
- high drop-out rate
- low morale among teachers.

Self-Assessment 2

Answers to this activity will vary according to an individual's initial response. You may have listed some of the points listed under the answer for Self-Assessment 1.

Self-Assessment 3

Below is a procedure that you could use to introduce population education.

- The teacher tells a short story or reads one from a newspaper article.
- The teacher asks a few thought-provoking questions.
- In groups, pupils discuss the issues raised through the teacher's questions.
- Pupils give feedback.
- The teacher comments on pupils' feedback.

You may have included other items in your list.

Practice Activity

When discussing sensitive topics, pupils must respect one another's opinions. There should be complete freedom of speech on the topics. Pupils should discuss the advantages and disadvantages of population growth as well as the effects of population growth.

Unit Test

1. For answers to this question, refer to the answers in Self-Assessment 1.
2. Each of us has a different view as to whether population growth is good or bad. Some feel that growth means progress and the more people you have, the more workers you have who are available to purchase goods. However, if a significant portion of the population is not working, they

cannot buy goods. Further, they will be a drain on the education and health budgets as well as on housing and transportation. Significant population growth is a positive event only if the country can support everyone.

3. When the population grows, education and health care budgets are likely to be the most affected. They are likely to grow, provided that the government has sufficient funds.
4. One procedure that you could use with your class to talk about birth control is outlined below.
 - The teacher tells a story or reads a newspaper article.
 - The teacher asks questions.
 - In groups, pupils discuss the topic.
 - Pupils give feedback.
 - The teacher comments on the feedback.

UNIT 7: Staff Development



Introduction

This unit discusses staff development and the role it plays in facilitating change in schools. Schools, like any other institutions in society, keep on changing. They respond to social and environmental forces in the wider society.

The teachers who work in schools also change with time and circumstances. They need to be guided in what they do within their environment. Teacher training institutions concentrate on pre-service teacher education, while Education Officers struggle to meet the challenge of the expanded education system. Therefore, staff development programmes are implemented to motivate teachers in schools to improve their instructional techniques and to adapt to ever-changing school environments.

Objectives

After completing this unit, you should be able to:

1. Define the meaning of staff development.
2. Discuss the role of staff development in school change.
3. Assess the effectiveness of staff development in school improvement.

The Meaning of Staff Development

Piper and Glatter, as cited by Main (1985: 3), define **staff development** as:

a systematic attempt to harmonise individuals' interests and wishes and their carefully assessed requirements for furthering their careers with the forthcoming requirements of the organisation within which they are expected to work.

This definition suggests that staff development identifies an individual's functions within the school and his or her strengths and weaknesses. Ways of meeting the identified needs are then sought.

Why Is Staff Development Essential?

Staff development focuses on developing the individuals who are already working in the organisation. The initial training received by teachers can become outdated in a very short time. Therefore, to keep them abreast with current trends in

education, they must undergo some staff development from time to time.

Staff development is conducted to:

- improve the professional and academic standards of teachers,
- improve the teachers' career opportunities,
- prepare teachers to handle changes in the curriculum,
- involve teachers in the process of curriculum development,
- improve the morale of teachers by providing them with opportunities for sharing experiences and ideas, and
- enlarge the teachers' perception of their role in the community.

Staff development enables you to be more effective in your school and classroom so that your students benefit from your teaching.



Self-Assessment 1

Why is staff development necessary in schools? Give at least four reasons for your answer.

Possible answers to this question are provided at the end of this unit.



How Is Staff Development Conducted?

Three ways for conducting staff development are outlined below.

The Top-Down Approach

In the top-down approach, the person in charge of staff development, usually a school head, plans, designs, implements and evaluates staff development programmes without any input from the teachers who will participate in the staff development activity.

This approach can be based on the assumption that teachers are passive and resistant to change. If this is the case, then this approach will ignore the human dimension of teachers. It is a prescriptive approach that may generate conflict among the staff. Goals of the school are given as directives from the top.

The Bottom-Up Approach

According to Hansford (1974), staff development programmes should emerge from the bottom upwards. In this approach, teachers identify problems they are facing and initiate and run their own programmes. Consequently, teachers feel accepted when they are consulted and recognised. They are motivated to

work hard. They have ownership of a programme that directly addresses their needs.

The Partnership or Cooperative Model

In this approach, the administrator and the teachers plan, design, implement and evaluate the programmes together. The person in charge of staff development provides an appropriate environment for teachers to pursue the desired goals and participate in the decision-making process.

This model provides lasting and profitable solutions.



Self-Assessment 2

You have been asked to organise staff development programmes.

Choose one model of staff development that you would use in your school. Give reasons for your preference.

Possible answers to this activity are provided at the end of this unit.



Implications of Staff Development and School Change

You should view staff development as part of an ongoing programme to help professionals learn.

Teachers should be consulted and be part of the process of identifying problems and solutions that are appropriate for their setting. Both administrators and teachers must be involved in identifying and addressing the needs of the school and the teachers' needs in particular. Locally identified needs should be addressed at the local level, where there is a high probability that any solutions generated to solve the problem will be accepted easily.

In order to improve yourself, you should:

- find out what help is needed to implement the innovation as well as the new ideas and skills that you will require;
- discuss your needs with others and, if possible, mutually establish a specific and relevant staff development activity; and
- learn how to apply your new skills or ideas in the classroom.

You should view staff development as a process of building programmes in the schools. All activities should be related to your ongoing classroom activities. If staff development is properly done, teachers should feel motivated and be better prepared for their pupils.

Extrinsic motivation is used frequently to get teachers to attend staff development workshops. However, if the teachers are involved in identifying needs and planning the workshop, then extrinsic motivation is not necessary. Teachers will come because they will want to learn new skills that they can use in the classroom.

The school climate, structures and teachers should be viewed as part of an ongoing problem-solving and improvement process within the school as an organisation. Staff development never ends. It is a permanent part of the school's operation.

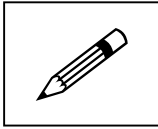
Once the staff development activity or activities are complete, teachers will need extensive and intensive support in order to bring about change. The implementation of the innovation introduced should be monitored and the necessary support given.

What are the specific implications of staff development and school change for you?

- You should accept long-term responsibilities for planning and implementing changes or innovations in schools.
- You should be involved in all decisions made about change or innovations, so that you are fully committed to the change and have ownership of it.

Teachers' associations can also play an important role in staff development. In SADC countries, they tend to use a top-down approach to staff development. This is so because these organisations are usually led by high-ranking officers in the Ministry. Teachers only participate in these programmes as recipients and not as equal partners with the organisers. Effective change is not guaranteed. Heads of schools and Education Officers could play a more prominent role as instructional leaders. They could strengthen and motivate the school improvement process through problem-solving approaches.

Although this unit has focused on staff development programmes for the whole school, do remember that it is your professional duty to keep informed of world events that may have an impact on your country and your learners. It is also your professional duty to update your skills and knowledge pertaining to the subjects you teach. Do establish your own self-improvement programme.



Self-Assessment 3

Which staff development model is used in your school?
Comment on its effectiveness.

Possible answers to this activity are provided at the end of this unit.



Practice Activity

Imagine that the teacher who shares a classroom with you has been asked to organise the school's staff development programme for the year. What advice would you give to that teacher?

Possible answers to this activity are provided at the end of this unit.



Summary

In this unit, we have seen that staff development is an ongoing process, aimed at empowering and changing teachers. Staff development programmes tend to be more effective and accepted by teachers if they are directly involved in identifying needs, generating solutions, planning the programme and implementing the activity. We have also been introduced to the direct and indirect consequences of staff development.

We hope that this unit has helped you see the importance of staff development in improving your professional growth.



Reflection

Reflect on your experiences with staff development activities within your school. Did you actively participate in planning the activities? Will you lead the planning next time? How will you involve your colleagues in the planning of future staff development activities?



Unit Test

Explain the possible shortcomings of staff development programmes that may be organised by the head of the school without the involvement of teachers.

Possible answers to this activity are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Staff development is conducted to:

- improve professional standards,
- prepare teachers to handle changes in curricula,
- involve teachers in curriculum development,
- enable teachers to share experiences and ideas, and
- improve the teachers' career opportunities.

Self-Assessment 2

You probably selected the partnership or cooperative staff development model because:

- It allows for participation of the target group.
- The administrators motivate the target group to achieve goals.
- The programme is planned, designed, implemented and evaluated by both parties concerned.
- It offers long-lasting solutions.
- Teachers have ownership in the programmes and are most likely to participate in them.

Self-Assessment 3

The answers to this activity will vary depending on your point of view. However, you should note that a successful model should allow the target group and the administrator to work together in planning, designing, implementing and evaluating the staff development programme.

Practice Activity

You could advise the teacher to follow the steps below.

- Have a meeting with all teachers to find out the areas where they need training.
- Sit down with staff and prioritise their needs.
- Let them help you to identify resource persons, both internal and external.
- Find the resources they need.
- Draw up a programme.
- Implement the programme.

- Evaluate the programme regularly to find areas that need reinforcing. Talk with the staff during and after the evaluation in order to obtain their feedback and advice.

Unit Test

If the school head is the only person responsible for the staff development programme, then the items listed below may take place.

- The tasks will be prioritised by the head.
- Staff needs may not be addressed.
- The programme might be irrelevant or not as flexible as it could be.
- The programme may be prescriptive.
- Goals of the organisation could be given as directives from the top.
- The school head may display administrative skills rather than educational leadership skills.
- Teachers may participate as recipients and not as equal partners.
- Evaluation of the programme may not be based on its application to the classroom.

UNIT 8: School Development Plan



Introduction

Schools in many parts of the world are finding it helpful to have a development plan to assist them in managing change. In the Southern African Development Community (SADC), parents have always been involved in school affairs through Parent-Teacher Associations (PTAs). Many of these associations have now become School Development Associations (SDAs) or School Development Committees (SDCs). School Development Planning (SDP) is an exercise in which all the interest groups or stakeholders of the school are involved.

As a teacher, you are one of the key stakeholders. It is important for you to know how you fit into the SDP and what role you play in the planning of the school. If you are to be a fully committed member of your school, you need to be involved in all the activities of your school, including the SDP.

Objectives

After completing this unit, you should be able to:

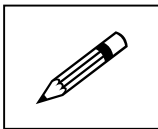
1. Explain why a school development plan is important.
2. Identify personnel who should participate in developing school plans.
3. Select the content of a plan.
4. Describe the main stages of a plan.
5. Describe how to review and monitor a plan.
6. Explain how to evaluate a plan.
7. Explain how to compile and report progress to the stakeholders.

Why a School Development Plan?

The School Development Plan helps to develop a sense of ownership and commitment on the part of teachers, ancillary staff, parents and pupils. If you understand the reasons for your school plan, you are more willing to be involved and contribute to the development of the school. In brief, here are some of the reasons why school development planning is proving to be useful:

- It helps the school to focus on raising pupil achievement.
- It helps the school to achieve its mission and aims.

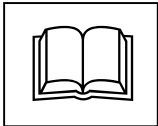
- It can help the head and school committee to have a comprehensive and coordinated approach to managing the curriculum, staff and resources.
- It provides an opportunity for the school committee, head, staff and parents to participate in the development of the school as a team.
- It helps the learner to focus on common goals.
- It provides pupils and teachers with learning targets.
- It links staff development to school curriculum development.



Self-Assessment 1

How does the School Development Plan help you in your job as a teacher?

Possible answers to this activity are provided at the end of this unit.



Who Should Be Involved in Preparing the Plan?

If the plan is to be effective, all those who have an interest in the school should be involved at various stages of its preparation. One of those key people is you, the teacher. The stakeholders of the plan may include the:

- inspector,
- headteacher,
- deputy head,
- pupils,
- teachers,
- support staff,
- school committee,
- parents, and
- the owners of the school or responsible authority.

In some countries, every school must have a school committee with elected members from the parents of pupils in each year. These committees have overall responsibility for managing and developing the school, including forward planning.

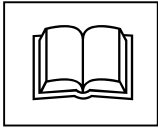
Pupils are also involved because the plan affects them. The planning is an attempt to provide quality education and improve the pupils' achievement. Their involvement will depend on their ages.



Self-Assessment 2

What is your role in developing the School Development Plan?

Possible answers to this activity are provided at the end of this unit.

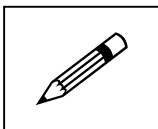


What Should the Plan Contain?

The plan should be based on how much money is available to the school. Then, the School Committee can decide on what can be done and at what time. The plan should contain all the important information about the school, including:

- the school motto,
- the school mission,
- the school aims, which should be related to the national aims for education,
- a description of the context of the school and the community it serves,
- information about the school, such as the number of pupils,
- school priorities, which have been arrived at through discussions with the stakeholders and which span a given time period, and
- action plans for the first year of the plan.

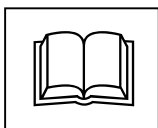
You, as a teacher, will be consulted as part of the school staff. Obviously, you are important because you will implement the plan. The parents and pupils may not have as much input as you and the other teachers because you are the specialists. However, when the parents and pupils raise some concerns or put forward some ideas, you need to consider them seriously. If you have to reject their ideas, you must give them convincing reasons. If a consensus cannot be reached, it is advisable to withdraw the idea or to modify it until all stakeholders can agree to the plan.



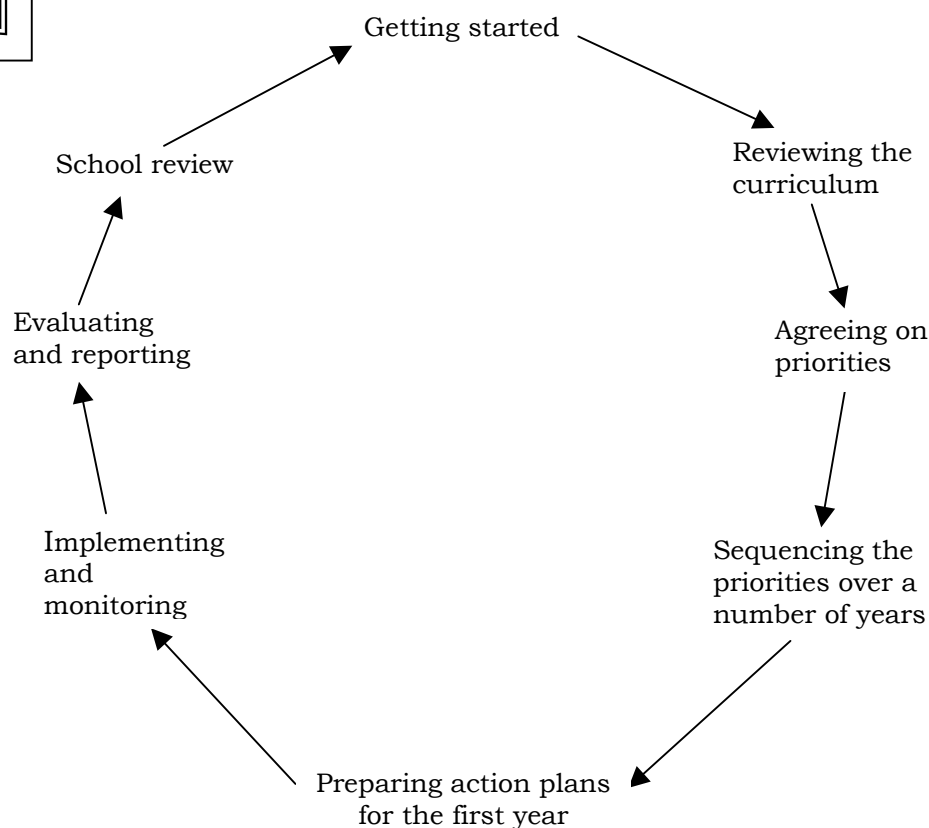
Self-Assessment 3

Does your school involve you in the development of the School Development Plan? If so, what information is included in your plan?

Possible answers to this activity are provided at the end of this unit.



The Main Stages of the School Development Plan



Adapted from Commonwealth Secretariat. (1998: 93). *Module 4, A Self-Study Guide for Serving Inspectors*.

The head and School Committee are involved in:

- getting the plan started,
- identifying the strengths and weaknesses of the school, and
- scheduling priorities over several years in order to build on the strengths of the school or remediate weaknesses.

There must be consensus within the group comprising the head and the School Committee.

Stage 1: Getting Started

In describing the development of the School Development Plan, the objective is to highlight your role as a teacher at the school. Only those stages in which you actively participate will be described.

During the first stage when the groundwork is being set, it is imperative that you contribute in a meaningful way. You should be convinced that:

- the plan will enhance the quality of learning offered to the pupils,
- the plan will strengthen partnerships and unity of purpose among the stakeholders,
- this partnership will enable the school to achieve its aims, and
- the action plan will be implemented.

When forming any plan, it is essential to know the point from which you are starting and the community the school serves. For example, you want to know the number of children currently in the school and how many pre-school children there are in each year. This information will help you determine whether the school will increase or decrease its enrolment. This information will help the headteacher to plan staffing and the number of classrooms needed.

In order to make a sound decision, the following information would help you:

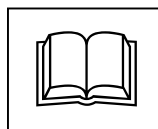
- the school mission and aims,
- policies of government as identified by the Ministry of Education,
- examination results,
- attendance and dropout rates,
- views held about the school by interest groups, and
- general and recent inspection reports on the school.



Self-Assessment 4

What do the terms 'school mission' and 'aims' mean to you?

Possible answers to this activity are provided at the end of this unit.



Stage 2: Reviewing the Curriculum

When reviewing the curriculum, you should consider the following:

- whether it relates to the national goals,
- whether the actual curriculum which is delivered matches what is planned, and
- whether all pupils are achieving to the best of their ability.

Obviously, as a teacher, you would be concerned mainly with pupil achievement. The outcome of the review should be one or two curriculum priorities that would form the heart of the school development plan.

Under the Staffing and Staff Development section, you should ensure that you know your responsibilities as defined in the Teachers' Commission Act and Code of Conduct for teachers or similar documents in your country. You should be aware of the various forms of available staff development, including:

- school-based training,
- in-service courses,
- workshops,
- subject panels,
- examination marking, and
- training from teacher resources centres.

Under the Review of Learning Resources section, you would need to consider the following:

- level of provisions,
- use of the materials,
- effectiveness of materials,
- level of expenditure and adequacy,
- expenditure justification,
- policy on sharing resources, and
- official policy on procurement of materials.

Stage 3: Agreeing on Priorities

At this stage, the headteacher and the staff should agree on the priorities. The plan is then presented to the committee, which develops a plan to be presented to the parents.

Stage 4: Sequencing the Priorities over an Agreed Number of Years

This stage will depend on urgent needs and the availability of funds.

Stage 5: Preparing Action Plans for the First Year

During this stage, you may be required to form a small group comprising staff and the committee to write the action plans. Each priority should be discussed and actions agreed to in terms of:

- what should be developed, that is, setting targets for improvement;
- tasks or assignments to be done to achieve the improvement;
- who will undertake the tasks;
- the time-lines, when the tasks must be completed;

- the costs of undertaking the improvements, in terms of time as well as money;
- possible sources of funding for the plan. It is suggested that a priority with limited costs should be selected for year one of the plan, in order to give time for fund-raising activities to generate funds for more expensive projects;
- indicators of success for monitoring and evaluation. As far as possible, these should be about improvements in pupil learning.

Stage 6: Implementing and Monitoring the Plan

The success criteria form the basis for making judgements about whether the targets are being met.

Stage 7: Evaluating the Plan

Formative and summative evaluation strategies are used. Formative evaluation involves continuous monitoring and evidence gathering, but it is also necessary to take stock and to undertake an evaluation at the end of the year.

Summative evaluation is the gathering of information and a brief analysis of the progress made on each of the priorities. This is the most formal evaluation activity of the school year. You, as a teacher, might be asked to report on an aspect of the School Development Plan each year.

The purpose of the summative evaluation is to:

- examine the success of implementation of the plans,
- assess the extent to which the aims of the school have been realised,
- assess the impact on pupils' learning and achievement,
- determine how to share successful practices throughout the school, and
- make the process of reporting easier.



Practice Activity

Imagine that you have been selected to be part of the sub-committee working on the School Development Plan. What urgent issues would you put forward? Give reasons for your choice.

Possible answers to this activity are provided at the end of this unit.



Summary

In this unit, we briefly described the stages involved in developing a School Development Plan. Teachers play key roles in some of its stages. In particular, teachers are involved

significantly in the initial stage and second stage. This involvement is essential, as teachers have educational expertise, and they are the people who are directly in touch with the pupils.



Reflection

Reflect on your role as a member of the school staff. How involved are you with the development of the School Development Plan? Should you be involved more? What can you contribute?



Unit Test

Why should a school have a School Development Plan?

Possible answers to this question are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Answers will vary. The School Development Plan can:

- help you to identify with the school,
- make your job more meaningful and manageable,
- help you to achieve results, and
- provide you with goals to aim for.

Self-Assessment 2

Your role is to help write the plan, as you are one of the key stakeholders who has expertise in education, and you will implement the plan in the school and in your classroom.

Self-Assessment 3

Answers will vary. However, for the second part of the question, you might have included the following items:

- description of the school context and community,
- information about the school,
- school motto,
- school mission,
- school aims,
- school priorities, and
- action plans.

Self-Assessment 4

The school mission is a summary in one or two sentences of what the school hopes to do to achieve its goals.

The aims set the school's targets, which must be related to the national goals.

Practice Activity

Answers will vary. However, you may have put forward the following issues:

- improvement of examination results
- motivation of teachers
- provision of resource materials
- development of sports
- provision of transport for school tours.

Accomplishments in these areas will help to raise the quality of education at the school.

Unit Test

Reasons for having a School Development Plan are listed below.

- It helps the school to focus on raising pupil achievement.
- It helps the school to achieve its mission and aims.
- It can help the head and School Committee to have a comprehensive and coordinated approach to managing the curriculum, staff and resources.
- It provides an opportunity for the School Committee, head, staff and parents to participate in the development of the school as a team.
- It helps the team to focus on common goals.
- It provides pupils and teachers with learning targets.
- It links staff development to school curriculum development.

Module Test

1. Give examples of gender bias in the curriculum. Suggest ways of removing gender bias in the school curriculum.
2. How would you mainstream gender sensitivity into the curriculum?
3. a. What effect has HIV/AIDS had on your pupils? What can you do to help?
b. How can you include HIV/AIDS in your curriculum?
4. Provide four examples of how a teacher may violate his or her pupils' human rights.
5. Identify some environmental problems in your area and explain how you would address them in your curriculum.
6. a. What challenges has urbanisation brought to your country?
b. How has your school been affected by urbanisation?
7. Prepare teaching notes on the implications of a rapidly growing population in SADC countries.
8. Discuss the role of staff development in school change.
9. Why is a School Development Plan necessary for your school?

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